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PROPAGANDA AND EDUCATION IN THE CHINESE COMMUNIST YOUTH CORPS

[Comment: This report presents full texts and summaries, as indicated, of parts of three monographs on the China New Democracy Youth Corps published in Communist China in 1952. Included are discussions of the role of the Youth Corps in party propaganda work and methods of training and education used to indoctrinate corps members.]

I. ROLE OF THE YOUTH CORPS IN PARTY PROPAGANDA WORK

[Comment: This section contains the text of a decision of the Central Committee, Chinese Communist Party, on setting up a propaganda network, and a story of Youth Corps experiences in propaganda activity, taken from the monograph Ch'ing-nien-t'uan Ju-ho Hsieh-chu Tang Chin-hsing Hsuan-ch'uan-wang-ti Kung-tso (How the Youth Corps Aids Party Propanda Work). Ch'ing-nien Ch'u-pan-she, Peiping, 1952. The monograph contained three stories, the first a collection of various items on propaganda work, and the other two descriptions of propaganda experiences in particular locations. Also included in the monograph were the following editorials:

1. "An Important Key to Uniting the Party With the Masses," Peiping, Jen-min Jih-pao, 3 January 1951.
 2. "Strengthen and Develop Propaganda Teams," Peiping, Jen-min Jih-pao, 19 December 1951.
 3. "Under Party Leadership, Carry Out Youth Corps Propaganda Work Among the Masses," Chung-Kuo Ching-nien, No 57, January 1951.
 4. "How the Youth Corps Aids the Party in the Work of a Propaganda Network," Peiping, Chung-kuo Ch'ing-nien Pao, 19 June 1951.
 5. "Further Aid the Party in the Work of the Propaganda Network," Peiping, Chung-kuo Ch'ing-nien Pao, 28 December 1951.]
- A. Decision of Party Central Committee on Organizing a Propaganda Network -- 1 January 1951

At present, all branches of the party are neglecting regular propaganda work toward the masses. As a result, much false and reactionary propaganda circulates. This matter is not receiving adequate attention from the party. The party's policy has not been fully and promptly explained to the people.

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One chief weakness in the party's propaganda among the masses is that party branches consider propaganda incidental work and the responsibility only of certain cadres. The branches have not made propaganda the regular work of all party members or given it systematic guidance from all levels of party committees. One of the basic duties of a party member is to conduct propaganda work among the masses at any time and place, to indoctrinate them tirelessly with the revolutionary spirit, to combat all reactionary ideas and aims, and to awaken and uplift the people. If propaganda toward the masses lacks both regularity and organization, then this duty is not being effectively performed.

Such a lack permits the circulation of incorrect thinking by counterrevolutionaries, obstructs the strengthening of ties between the party and the masses, hinders the party's struggle to prevent officialism and commandism, and causes some party members, when working among the masses, to become infatuated with the method of simple executive commands instead of with that of persuading and explaining. In dealing with the masses, the party must abolish such conditions and improve its propaganda work. It must systematically organize a regular propaganda network, i.e., set up propagandists in each branch and reporters at each level of leadership with a definite system of reporting.

The duty of a propagandist is to explain, under party guidance, to those around him current domestic and foreign events, party and government policies, the people's duty, and model experiences in productive labor and other work; to refute all reactionary rumors and mistaken ideas; to encourage the study of model experience and the fulfillment of duty; and to report conditions to party leaders in order to help them plan the proper method and content of propaganda.

Each party branch should select from its own members, from the Youth Corps, and from branch affiliates, model laborers willing to undertake propaganda under party guidance; it should also select other active revolutionary elements to be propagandists. They should have the necessary political awareness, set an example in production, keep in close touch with the masses, and have the necessary energy for propaganda work. A propagandist's methods include talking, passing on news, reading papers, listening to and passing on radio reports, writing and drawing propaganda materials, editing wall newspapers, etc. Each propagandist may select one or more methods in accord with needs and his own abilities. Each propagandist should be examined and appointed by the party branch committee and approved by the next higher party organ. Party and Youth Corps branch secretaries, branch committeemen, and members who are ordinarily in touch with the masses (such as labor-union cadres, cooperative cadres, ch'u and hsiang cadres, teachers, educational officials, and wall newspaper editors) should all be propagandists.

Party committees should regularly discuss propaganda work, regard propagandists as an important link between them and the masses, and give them guidance, help, and education.

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Party branch committees should hold regular plenary conferences of their propagandists according to directives from superiors and local conditions, discuss the scope and method of the branch's propaganda work, examine the conditions and experiences of propaganda work, receive reports about the masses, and give practical directions for propaganda work. To mobilize all revolutionary groups for concerted effort, these conferences should decide on a suitable division of labor among the party, Youth Corps, labor-unions, 'peasants' unions, cooperatives, and other groups. The times of the branch propagandists' conferences may vary according to work needs and branch activities, but conferences should be held at least once a month, and at most once a week.

City and hsien party committees should hold a conference of branch secretaries each month, or a convention or assembly of propagandists. The party committee secretary for city or hsien should report on conditions and tasks, and preside over a review of the past month's work and a discussion of the coming month's work. If travel conditions are poor, the hsien committee may call ch'u conferences. The ch'u committee should undertake to represent the city or hsien committee in ordinary guidance of branch propaganda work, and, according to conditions in each branch, define the usual scope, aim, and method of each branch's activities. In the villages, the ch'u committee should set up the system of propagandists' transmittal stations, where the committee will assemble the propagandists of several branches or their representatives, decide the content and method of propaganda, and distribute and explain propaganda material.

The provincial, city, local, and hsien committees should supply propagandists with directives and materials. Each party paper and magazine should publish discussions of propaganda work. Party schools and training classes should have courses on propaganda work and, where possible, institute short-term classes for propagandists.

For the masses to understand fully the party political policies at a specific time, it is not enough to depend solely on propaganda work. Systematic reports must be made directly and regularly by all party officials to the masses concerning current events, policies, and work tasks and experiences. With this in mind, each provincial, city, local, hsien, and ch'u party committee should appoint reporters to make political reports to the masses. Reporters are propagandists of a high type, and should be the guides of the propagandists.

Reporters are secretaries and committeemen of provincial, city, local, hsien, and ch'u party committees, and party members who hold corresponding positions in the people's governments, and other party members appointed by party committees. Each reporter must make at least one political report every 2 months to an assembly or convention of city and country people (primarily workers and peasants). The subject of these reports must be approved by the secretary of the party committee to which the reporter belongs, and the result of the report should be communicated to the secretaries of the party committees. The party committees are responsible for examining the work of their reporters and for ensuring the regularity, correctness, and improvement of their work. Provincial and local party committees should publish selected reports of satisfactory reporters.

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The purpose of organizing groups of propagandists and reporters is to enable the party's propaganda work among the masses to develop useful basic cadres, there is no intention to limit party propaganda work to propagandists and reporters. The leader of each party organ and each propagandist and reporter must enlist active persons for propaganda work. In new areas, where few party members have been recruited and few branches established (except where activists have been recruited and trained as propagandists), a non party propaganda network should be organized. In all widespread propaganda movements, the party should work harmoniously with democratic parties and popular bodies; it should organize all government, People's Liberation Army, cultural, educational, and art workers to do propaganda work in order to create a large propaganda army for all objectives.

A propagandist and reporter system should be quickly organized throughout the party. Although difficulties are unavoidable, they must be solved. In the past year, much experience has been gained in trying to establish propagandists in many cities, industries, and mines, and in a few villages in the Northeast, North China, and Central-South China. However, to set up an efficient, large-scale propagandist and reporter system, it is still necessary that the party exert serious efforts. Each province and city party committee, as local conditions permit, should draft practical measures for implementing this decision in the next 6 months. These measures should be referred to the central offices of the committees for approval. At specified intervals, the central office should inspect their executive in order to get prompt results.

B. Success of Chung-chou Hsiang Branch of Youth Corps in Propaganda Work

(The following account of the help given to the party by the Chung-chou Hsiang branch of the Youth Corps in setting up a propaganda network was written by Wang Yün-ts'ung.)

Since Chung-chou Hsiang, Wan-nien Hsien, Kiangsi Province, began using propagandists, they have stimulated and organized all types of work. The result has been rapid progress in all work in the hsiang.

Chung-chou has four villages and 416 homes with over 1,900 persons; it does not yet have a party organ. The propagandists' work is handled through the Youth Corps under direct guidance from a higher-level party committee. Of the 24 propagandists in the entire hsiang, 11 are Youth Corps members. The propagandists are divided into four sections to correspond with the four villages. They control 4 broadcasting stations, 4 wall newspapers, 7 newspaper reading groups, and a village dramatics team.

Before April 1951, Chung-chou had no propagandists, the masses' awareness was low, and there was general mental lassitude. The cadres wanted to go home to produce; the militia was disbanded. In regard to production, the people worried about floods and drought, and were unwilling to farm carefully. They relied on Heaven for food and were superstitious. The propagandists immediately began to combat these backward ideas and conditions.

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First, the propagandists publicized the principles of the Resist-America, Aid-Korea movement and taught patriotism. They linked this education with the complex work of land reform. They aroused the masses to complain. They unmasked the reactionary sect called "13 Guardians" in their evil plots for new peasant associations. Also, they linked the past reactionary Chiang regime with the plots of US imperialism for arming Japan, recounting the cruelties of the Japanese in Wan-nien Hsien, and thus aroused hatred against imperialism and reactionaries. The propagandists said: "You have started upwards, you have taken up arms; rout the US wolf, and protect your country and homes." Then 19 hsiang youths left to join the army. After being educated in patriotism, the entire hsiang understood the simple doctrine of Resist-America, Aid-Korea, and 80 percent of them were capable of propagandizing others. On the Labor Festival (1 May), over 1,200 persons paraded, carrying hoes, rakes, sickles, and other farm tools. Patriotism among the masses was higher than ever.

With regard to production, the propagandists taught the masses to overcome natural calamities. A drought in June caused the masses to say that the grain was still so small, and to ask how long they could endure the drought. The propagandists, analyzing the people's thinking, suggested practical preparations to combat the drought instead of reliance on luck. They said success in production aided the Resist-America, Aid-Korea movement, and that, if all were willing to try, nature could be overcome. The hsiang government then gathered the people together, set up a united leadership under an antidrought committee, collected 73 pumps, and assembled 119 volunteers. A gong was used for a signal, and time was counted by water dripping from a bamboo pipe (there were no clocks or watches). Water was brought up by shifts: The shifts were changed but the machines were kept working. Near the pumping teams were blackboards, for posting prompt praise or reproof; and during rest periods the propagandists encouraged everyone by reading stories of how other places overcame drought. The drought in Chung-chou was overcome, and about 1,555 mou [about 259 acres] of grain land was saved.

Immediately after this there was a flood, and the propagandists appealed by radio to the people not to relax the preparations made against the drought, to rise and rescue the dikes, and to remain united. They effectively combated the selfish backward idea of looking only after one's own land and not repairing the dikes. The flood was overcome as a result of the hsiang government's guidance and the propagandists' pressure. In Chung-chou, 5,000 mou [about 833 acres] was saved and lake lands that had been hard to cultivate for many years had an abundant harvest.

After the central Resist-America, Aid-Korea society issued three great appeals, Chung-chou propagandists unmasked rumors put out by the reactionaries, and said: "Farmers need tools for their fields; the [Chinese People's] Volunteers need weapons for fighting; we must aid them by making contributions to provide airplanes and cannon." Among slogans used were: "Early contributions, early felling of US devils," and "Forward gifts early, US devils beaten that much sooner." The masses were thus enlightened, and the movement for sending gifts spread rapidly. Within 2 days the hsiang had given 15 million yuan.

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Furthermore, as a result of exhortation by propagandists, some persons in Chung-chou have signed patriotic agreements, started plowing for veterans' families, eliminated superstition, and acquired culture.

The reasons that the propagandists have been able to be so useful are as follows:

1. Under party committee guidance, the Youth Corps has strengthened its leadership in propaganda work. The Youth Corps branch has regularly studied propaganda work. It maintains a close connection with peasant unions and the hsiang people's government, and controls the system of conferences and studies for propagandists.

2. Propagandists study the ideas of the masses. They collect experiences and actual cases from among the masses, and use these to teach the masses. They have the peasants recall the bitter past and contrast it with present-day life. They arouse the peasants' class hatred and class consciousness, and point out the path of future struggle. Facts prove that "recall" and "contrast" are effective methods of teaching peasants. The peasants' awareness is raised, work is promoted, and the propagandists' confidence is strengthened.

3. Propaganda work has become regular. Since Chung-chou has had propagandists, propaganda work has been regularized because the Youth Corps branch has led and supported each type of propaganda activity. Propagandists have been notably useful in all lines.

In Chung-chou the cadres call propagandists "the pioneers." Chung-chou's propaganda work has become a model for the whole hsien. The moral is that, where the party has not established a branch, a Youth Corps branch directly guided by the ch'u committee can help the party set up and lead the work of a propaganda network.

II. YOUTH CORPS TEACHING MATERIALS

[Comment: This section contains short summaries of three of ten brief exhortations, called "lessons," taken from the monograph Ch'ing-nien-t'uan Chi-pen Chih-chih Chiao-ts'ai (Teaching Materials on the Fundamental Knowledge of the Youth Corps), published in Peiping by the Ch'ing-nien Ch'u-pan-she, 1952. The lessons are ideological rather than operational or organizational. The titles of the ten lessons are as follows:

1. The Chinese Communist Party Is the Organizer and Leader of the Youth Corps.
2. The Youth Corps Must Struggle Thoroughly to Demonstrate the New Democracy.
3. The Progressive and Universal Character of the Youth Corps.
4. The Youth Corps Is the Chinese Communist Party's Close Helper and Reserve.

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5. The Organizing Principle of the Youth Corps Is Democratic Centralism.
6. Qualifications for Youth Corps Membership
- 7 and 8. Love the Fatherland, and Defend and Build It.
9. Earnestly Study.
10. Observe Discipline, Execute Decisions, Keep in Touch With the Masses, and Be Useful as a Model.]

A. The Chinese Communist Party Is the Organizer and Leader of the Youth Corps (Lesson 1)

The members of the China New Democracy Youth Corps are those who take an active part in the people's revolution. Their organizer and leader is the Chinese Communist Party. The party is the leader of youth forward to a glorious future in the following ways:

1. Ideologically, through teaching Youth Corps members Marxism-Leninism and Mao Tse-tung's thoughts.
2. Politically, through the party is working for the welfare of people and of youth and through forwarding the revolution.
3. Structurally, by merging under party guidance a number of existing national salvation groups.

In 1946, the party set up the Youth Corps on an experimental basis, and on 1 January 1949 issued the "Decision on Founding a New Democracy Youth Corps." In April 1949, a national convention was held in Peiping, at which the corps was formally organized. Party Secretary Jen Pi-shih made the political report. The decision and this report defined the aim of the corps to be an auxiliary and reserve for the party.

The party is the highest form of proletarian organization. All nonparty groups should work under party leadership for the liberation of the working classes. This is the basic *raison d'être* of the corps.

In the 3 years since its founding, the corps has grown to a membership of 5 million persons and gained much prestige. This is due to the party, which has given definite aim and guidance, to which the corps must be absolutely loyal.

Some corps members do not understand this relationship, and try to measure themselves disdainfully against party branches. That is wrong. The corps owes everything to the Party.

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B. The Youth Corps Is the Close Helper and Reserve of and Chinese Communist Party (Lesson 4)

The party founded the Youth Corps as a means of preparing the next generation as an auxiliary and reserve.

The corps can perform this function by studying the works of Marx and Mao and by entering the struggle marked out by party and government to defend and build up the fatherland.

Neither learning nor doing can be emphasized because there is no actual separation; there is both learning by doing and doing while learning. To link theory with practice in all kinds of work, the corps uses the basic method of persuasive education. When a project is to be done, the corps indoctrinates members and nonmembers with the Marxist viewpoint and method; it then allows them to take part in the project, combining study with performance. In this way, they have a chance to learn politically while serving both party and government.

During the first year of the Korean War, some 3,440 corps members and 2,671 nonmembers served as railway transport workers. Members from schools and factories entered military cadre schools. In some troop units, over 90 percent of those winning merit were corps members.

Young men, both corps members and nonmembers, helped party and government a great deal in land reform and plant reorganization. The Youth Corps played a large part also in suppressing counterrevolutionaries, and corruption and dishonesty of all kinds.

In the economic sector, members and nonmembers alike have taken part in labor contests and have shown initiative in applying technology.

Athletics and cultural activities for the youth in both urban and rural areas are encouraged and coordinated by the corps. Among the troops, the corps members assume similar tasks.

The corps also recruits members for the Pioneer organization. In August 1951, the membership of the latter was estimated at 3 million. Pioneers may graduate into the corps just as corps members may become full-fledged party members.

C. Qualifications for Youth Corps Membership (Lesson 6)

The Youth Corps has gained much prestige, and many are eager to join.

According to its Constitution, membership in the corps is open to youths of both sexes between the ages of 14 and 25 who fulfill the following conditions:

1. Progressive thinking -- Applicants must have political awareness and must be willing to serve the laboring class and to struggle for China's new democracy and socialism. They must recognize the supremacy of the Communist Party and serve its interest in building a new China and in freeing the workers of the world.

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2. Active revolutionary work -- A progressive must not merely think in terms of revolution; he must act the part. In whatever position he holds, he must strive for fulfillment of all the revolutionary objectives, such as more and better production, and of all policies of party and government.

3. Obedience to corps constitution and decisions -- A corps member must identify his own interests with those of the corps; he must subordinate his personal concerns to those of the corps. He must accept corps decisions, join in corps work, and perform assigned duties.

These requirements form a well-balanced whole, no element of which may be neglected or overemphasized. These requirements must be followed when recruiting and training promising youth for participation in the corps.

Corps members have the added duty of recruiting Pioneers of a high type to form a reserve under the special guidance of the Corps. Qualified Pioneers need only the recommendation of their leader to become active members of the corps.

III. EDUCATION IN THE YOUTH CORPS

[Comment: This section contains the table of contents, all of Part I, Section 1, and Part II, Section 4, and summaries of Part II, Section 1, and Part III, Section 6, from the monograph Chia-ch'uang T'uan-k'o Chiao-yu Chien-she (Further the Establishment of Training Classes Within the Youth Corps), published in Shanghai by the Hua-tung Ch'ing-nien Ch'u-pan-she, 1952

The monograph is divided into three parts: Importance of Corps Education, Experiences in Setting Up a System of Corps Education, and How Study Guides Lecture on Corps Education.

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Part I, Section 1: Strengthen Youth Corps Education; Assign Propagandists by Feng Lun-pin

1. Meaning of Youth Corps Education

Education is of special importance to the Youth Corps. The corps is a school for teaching Marxism-Leninism and the writings of Mao Tse-tung to the masses of youth. The study of Marxism-Leninism involves not only learning from books but learning from the masses by taking part in all activities of society. Corps members who are production workers in the villages and factories are at the same time learning. Peasants who visit a tractor exhibit or a factory or who take a trip on a train are practicing a type of education. According to Chairman Mao, the content of education is, broadly speaking, knowledge of the struggle to produce and knowledge of the class struggle. Today, both these types of knowledge must be acquired.

Generally, the thoughts of young people are relatively simple. Their view of life has not yet been fully defined. Consequently, they must be given new knowledge of science, of the revolutionary struggle, of progressive Marxism-Leninism, and of the writings of Mao Tse-tung, so that they can form a correct world view. Some persons say that a youth will naturally become a Marxist-Leninist. Such a view is incorrect. Lenin criticized such "self-development," as he called it; youth must be taught Marxism-Leninism in a planned, systematic way.

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Because China was so long under imperialism and feudalism, the country's youths have been culturally backward and largely illiterate. This made it difficult to learn Marxism-Leninism, for cultural knowledge is a tool for learning this revolutionary theory. Consequently, professional propagandists must be permanently and carefully assigned. The professional propagandist as initially set up in the USSR no longer exists because conditions have changed. The USSR Communist Youth Corps has been in existence for 32 years; its members are already well-indoctrinated in political ideology and have a cultural level better than the average. In the USSR, propagandists with a knowledge of production can generally be installed in factories, schools, and villages.

At present throughout China, the Youth Corps has 2,260,000 members and is rapidly growing strong. Through education the corps will develop its many functions, will achieve progress, and will enrich the lives of its members. Therefore, to strengthen corps education is a matter of first significance.

2. Carrying Out of Youth Corps Education

To carry out corps education, the first step is to strengthen the propaganda bureaus by establishing new ones and improving the old bureaus at all levels, and by rapidly supplying them with propaganda cadres. In a village, for instance, one out of the corps' three ch'u cadres must undertake propaganda duty. At the hsien or local level, there must be one or two propaganda cadres, and at the provincial or regional level the propaganda bureau must be complete and strong. Propaganda cadres must conform to a definite cultural and political standard.

Secondly, corps committees above the provincial or city level should assign professional propagandists, obtaining them from corps schools or other departments. These propagandists can then promote systematic education.

Thirdly, city, hsien, and ch'u committees should obtain part-time propagandists, such as political teachers, primary teachers, and persons with sufficient cultural and political background, and qualified party members; these should be trained in propaganda work.

Fourthly, corps committees at higher levels must systematically prepare materials and textbooks.

Finally, the corps central committee should draft a national plan for corps education, with unified materials, plans, and systems. This will avoid repetition and confusion, and will ensure system and progress to corps education throughout the nation.

3. Methods of Propaganda Work

a. Understand conditions and objectives. This is essential for a successful propagandist. Start with the status and desires of the masses in factories, villages, and schools; i.e., "measure your meals by the dishes you have, cut out the clothing by measuring the body," as Mao Tse-tung said in his essay against formalism. Don't talk about problems you cannot solve, or about matters that you have not cleared up.

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b. In talking with workers and peasants, be concrete, and use stories and examples. Do not speak merely of abstract, empty principles. Mix with your principles familiar history, stories of leaders, actual deeds of corps members, and classic illustrations, explaining repeatedly so that corps members will easily understand and be deeply impressed.

c. Become familiar with the vernacular, and use a minimum of technical terms. If you want to learn common speech, do not be pompous. The masses will not tell you directly that they do not approve or understand, but instead will nod or drift.

To sum up: Being a propagandist implies ability to grasp the multitudes' feelings, to understand people, to be familiar with their talk, to learn humbly from them; to absorb and revise their thoughts, feelings, and demands, and the immediate circumstances. You must use the method of "principle combined with reality."

Another duty of a propagandist, is to report conditions to all corps committees; to become a bridge connecting the masses with actual conditions in the corps. The propagandist must not merely teach well; he must also penetrate the people, understand their conditions, and report these to higher corps committees. Propagandists should familiarize themselves with both masses and corps, becoming well-informed. This does not mean to become "wayside gossips" or "highway reporters." A propagandist must be a good analyst and judge of conditions. He must get in touch with those at the center of things and make his own analysis.
-- From Chung-kuo Ch'ing-nien, No 42

Summary of Part II, Section 1: How the Corps Branch in the Shanghai Heng-feng Cotton Mill Established a System of Corps Education

1. Procedure and Results

In April of this year [1952?], instruction about the corps was put into the hands of study guides by the corps committee. Ten lessons were given by the end of August, two on suppressing counterrevolutionaries and one on current events. The other seven dealt with corps spirit and activities. The lessons were attended by corps members and by about 50 young workers.

Many corps members were ignorant about corps work. They discovered there was much to learn about duties, besides being progressive and studying. They learned to speak out and to have more initiative.

As the lessons became standardized and regularized, they were appreciated more, since they supplied a need felt by both learner and corps group. When lessons were missed, there was a sense of something lacking.

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2. Attitude of Corps Committee Toward Study Guides Changed

At first the committee was careless and indifferent; appointment of study guides was left to one man. The guides were neglected for over 6 months. They felt inadequate to the great demands on them, and the committee had little faith in them. Thus they were frustrated in their efforts at the mill.

However, the study guides progressed in learning, especially through a lesson on corps organization and discipline. The corps members were impressed, showed more respect for the study guides, had new faith in them, and began to help them more.

The corps committee then used propagandists to help study guides with the subject and presentation of each lesson. This was followed by constructive criticism. Study guides also would sit in on corps conferences to get ideas and reactions. They tried hard to improve their methods, using their spare time for further research.

3. Character and Functions of the Corps Lesson Committee

a. Necessity of a corps lesson committee -- As long as corps education was unplanned, it was handled by one propagandist. As demands grew and the work became systematized, content had to be improved. The corps branch turned this and similar matters over to a lesson committee for more efficient handling. The branch concentrated its strength on periodic review and summation, so as to have better leadership and freedom from routine.

b. Lesson committee composition -- The lesson committee is made up of seven persons, whose chairman is the branch deputy secretary, with a branch propagandist as executive deputy chairman. Study guides and other persons concerned may be members. Cadres may be employed to free others for more important work.

c. Practical duties include (1) drafting plans for lessons, (2) discussing and adapting procedural suggestions by study guides, (3) discussing reactions from corps members, (4) fulfilling requirements of attendance, statistics, mimeographing, etc. All these have been fairly well done except the second, which is the most important. Various other matters also fall under the purview of the committee.

d. Leadership of the lesson committee -- The committee helps propagandists and study guides do their work, and is itself under the guidance of the corps branch, whose work it does in this field. This guidance is exercised through decisions on reports received from the lesson committee, and through the propagandists acting as agents for the branch in relation to the practical work of the lesson committee.

(Editor's Note: This experience in founding a Youth Corps lesson committee can guide similar efforts in government departments, factories, schools, and certain types of villages.)

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Part II, Section 4: Corps Education Through Individual Study, by Li Kung-t'ien

The Peking University Corps Committee, in the 40 days following 4 May this year [1952?], experimented with educating corps members through individual study. Taking part were 1,100 persons, including 200 nonmembers. This experience throws light on an efficient method.

Certain Conditions Required

In the Resist-US, Aid-Korea movement, Peking University corps members had their awareness quickened. They were ready to learn and had many questions. With some help, these students could understand theory and cultural writings. Thus the conditions of successful achievement were present.

Methods to Overcome Difficulties

At the end of March, the proposal for individual study was well-received. However, some cadres had misgivings about lack of experience, guidance, leisure, books, etc. The corps committee decided to go ahead, relying on guidance from the more experienced leaders. Books could be borrowed and circulated, and time would somehow be found.

The greatest problem was how to relate individual study to the central task. All agreed that a central task would always be present and that to wait for a time of inactivity and peace before beginning study was unrealistic. Some sections in the medical department had organized study of the novel My Son; but this did not hinder taking part in other activities, but resulted rather in increased patriotism. Others, on entering a military cadre school, were greatly impressed by the figure of the hero, Ao-li-ko [see below]. If a book has educational significance, reading it with political awareness heightened, will fit in well with any central task.

Individual study stimulates interest in actual deeds, and difficulties are overcome by common effort.

Selection of Books

A poor choice of books will produce poor results. The corp committee selected five, one of which is to be chosen by the student. The five are as follows:

a. Corps Principles and Constitution. Tests showed that many persons were ignorant about the nature and function of the corps. All but 5 percent of the membership did not know how to apply the conditions for new members. Corps members should know what the corps is and what it demands of its members.

b. On Practice, by Mao Tse-tung; prepared for cadres and advanced students. It demands learning correct ideology and activity, and is valuable for the Peking University group.

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c. New Stories of Child Heroes. This was chosen to combat ignorance as to who led the fight against Japan and as to the need of opposing the rearmament of Japan.

d. Violent Wind and Rain [The Storm], a novel. Some corps members and students, particularly those from landowners' homes, still have a false view of land reform, and some think it can be done peacefully. This book was chosen to show the complexity of the class struggle and the reactionary character of the landlord class.

e. My Son. This gives the recollections of a Soviet mother, K'o-hsieh-fa-ya, about her son, Ao-li-ko, a hero who belonged to the youth home guards. This vivid book contains good material for teaching patriotism and hatred of enemies.

Observations

Individual study must be spontaneous, directed at self-improvement through knowledge of the struggle, conducted with awareness, and aimed at developing the ability to think independently. It should not be a pastime. Self-reliance is the key. The Peking University committee tried to organize individual study, but within 2 days the program had failed because many refused to take the initiative. Only by renewed effort was such study started again and the problems attacked.

As to procedure, there must be planning and freedom. A reading list is prepared, from which the student picks one book according to his needs and interests. A time limit is set for reading the book. The student sets his own pace but not carelessly. Thus spontaneous action and economy of effort are preserved.

The crucial question for the leaders is that of conformity in thinking. Difficult problems of ideology must be settled through conferences or reports. Thus, worthwhile conclusions can be reached.

Results and Persisting Problems

In 40 days, most of the 1,100 students carried out individual study; at the end, they took tests or evaluated themselves. All had gained; ideology was improved and study habits formed. The method had proved itself; cadres were trained and activists were discovered.

In choosing books, the beginners liked the stories and profited by them. Later they were introduced to doctrinal works. However, Mao's On Practice proved too difficult; simpler texts should be used.

This experiment in individual study spread throughout the university. However, the ideological leadership was inadequate. Readers of Mao's On Practice, hearing Comrade Ai Ssu-ch'i expound its doctrines, felt its scope was too wide, and found it hard to relate to reality. The corps committee held a conference on the matter, but the experiences brought forward were so narrow and personal that many persons could not link themselves fully with China's revolution. Theory overbalanced practical work.

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This experiment is now being studied by the univeristy corps committee with a view to further extension among corps members.

Summary of Part III. Section 6: My Impressions as a Study Guide; by Hua Yu-ch'in

1. From Lack of Faith to Confidence

When I began as a study guide, I was afraid to stand on a platform, let alone try to teach. The corps branch cared little about corps studies. Cadres refused to come to class, claiming they already understood; corps members came or not as they pleased; and the lessons were crude.

The first lesson was on opposition to the arming of Japan by the US. I was ill-prepared, and the lesson produced no response. The students looked on me as a mere machine, relaying what I found in books. They were bored, and I was discouraged.

Then I thought of my task as part of a large, worthy project. Despite difficulties, I could learn and get help from others. My courage revived and I began to improve, guided by reactions from the masses.

I have since lectured frequently, with good results. I am not afraid and have confidence in my work. The secret lies in continual self-improvement and avoiding pride.

2. Experiences With Corps Lessons

a. Preparation -- A teacher must know his subject well. Even the simplest subjects must be mastered. Such thorough preparation is of the utmost importance.

Methods of preparation are as follows: (1) Catch the spirit of the lesson; (2) decide on what elements to emphasize; (3) understand what the common man thinks he has gained since the liberation; (4) grasp the chief questions in the mind of the audience so that you may have a target; and (5) in case of doubt or question, discuss the matter with party or corps leaders.

Use illustrations. For instance, to explain that the Chinese Communist Party is the political party of the Chinese working class, contrast the hard conditions of the worker before the liberation with his present status now. Formerly a man hated being recognized as a mill worker and would try to disguise himself; now he is master in his own house and works hard. Workers now have night schools, can learn to read, and can understand national affairs. The Communist Party has brought these benefits.

b. Use Subdivisions under a main heading -- For example, in explaining that the Chinese Communist Party is the founder of the Youth Corps, there should be three topics: (1) The Chinese Communist Party is the political party of the Chinese working class; (2) only under the party's leadership can the struggle of youth be successful; and (3) to give scope to the functions of youth, and build the new China, the party established the Youth Corps.

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To assist in taking of notes, point out and stress in each lecture the main heading and the subheads.

c. Use simple, common speech and vivid, familiar illustrations, and be sincere in discussion of popular problems -- For example, pour out your wrath on counterrevolutionaries, and point out how they destroy the benefits we have gained and what Chairman Mao has done for us.

d. Be brief and do not bore your listeners -- Have respect for their feelings. Never speak longer than 1-1 1/2 hours. After the lecture start a discussion; this enables the audience to clarify and consolidate their impressions.

e. Strengthen the mass viewpoint and learn from it -- Learn from and with the crowd with humility and sincerity. Identify yourself with them and they will listen to you and will make suggestions to help you.

Keep in touch with the masses, constantly exchanging ideas with them, before and after the lectures. If they tell a study guide he has spoken too rapidly, he must try to speak more slowly.

f. Study-guides should amass a fund of general knowledge, especially in the fields of the corps and of politics -- Lacking general knowledge, guides can not teach the courses. They must also have knowledge of other fields. For instance, in lecturing on the great fatherland, the guides must know not only about the leadership of the party and of Chairman Mao, but also the history and resources of China. Otherwise, they are limited to the skeleton of a syllabus.

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